

Subject: Updating the 1996 State Board of Education Strategic Plan

Background: The 1996 Statewide Strategic Plan has served the Board's purposes well over the last several years. A report of progress made under the plan based on inputs from the Presidents and Agency Heads was forwarded to Board members in August 1999. While much has been accomplished in the Idaho educational system since the 1996 Plan was published, there are a number of new issues and changes making it important to update the 1996 Plan. The Board had previously indicated the need to revise the role and mission statement for the colleges and universities before updating the strategic plan. A new role and mission statement was approved by the Board last year (see attachment 1). At the Board retreat on August 18, 1999 the Board agreed to dedicate a portion of the October 1999 Board meeting to a strategic plan review with the objective of publishing a new plan in the November 1999 timeframe. It was also agreed to include selected performance measures for Board governed agencies/institutions as an appendix to the plan. While the Presidents have already adopted eleven postsecondary performance measures for statewide use (see attachment 2), full development of performance measures to be used with the strategic plan will not begin until after a new plan has been approved by the Board.

Each year on the first of July, Idaho Code 67-1902 requires "the administrative head of each state agency to submit (to the Division of Financial Management) a comprehensive strategic plan for the programs, functions and activities of that agency." The statute, Idaho Code 67-1903, also requires each agency or institution to "prepare an annual performance plan covering each program, function or activity along with the key performance standards and measures appropriate to adequately evaluate an agency's performance." The performance report is due on the first of September each year. The statute envisions connectivity between an agency's budget request and its performance reporting. Board governed agencies and institution have been complying with the strategic planning and performance reporting provisions of the statute. With publication of an updated Board plan, agency/institution plans and reporting will be more closely aligned to the Board plan while allowing each organization significant autonomy within their role and mission.

Discussion: The methodology for strategic planning is often a key to the eventual success of the plan. One critical aspect to good planning is to allow stakeholders, the Board governed agencies and institutions affected by the plan, to have input to the planning process. Given the limited Board time available, the Board staff solicited comments and suggestions for an updated plan from the Heads of Board governed agencies and institutions. These comments were incorporated into a planning discussion document that was reviewed and modified by the Agency Heads/Presidents and approved by consensus. The discussion document (see attachment 3) is intended to help focus Board member deliberations in formulating a new strategic plan and already incorporates suggestions from two Board members. Many Agency Heads/Presidents have expressed the desire to align their agency/institution strategic plans more closely with the Board plan. If a new Board plan were published in November 1999, it would be possible for the agencies and institutions to align their individual plans with the Board's plan prior to the July 1, 2000 strategic plan update cycle for submissions to DFM.

Approval of a new Board plan will also allow further development of agency/institution performance measures. If performance measures can be identified and adopted by the Board by the May 2000 Board meeting, it will be possible for the agencies/institutions to include them in their September 2000 performance report submitted to DFM.

Recommendations:

- Board members review the planning discussion document (attachment 3) and provide the staff with further comment and suggestions.
- That a strategic plan be drafted by the staff and submitted for formal Board review at the October 1999 meeting.
- That the Board staff, in cooperation with Presidents/Agency Heads, develop strategic plan performance measures for separate approval by the Board in the April/May 2000 timeframe.

Board Action: None. Information only

INSTITUTIONAL ROLE AND MISSIONS

PREAMBLE

The goal of the State Board of Education is to provide an effective, integrated educational system which serves the needs of all Idahoans. The Idaho postsecondary educational system is comprised of **Boise State University, the College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College, and the University of Idaho.**

There are programs at each institution which have been developed as areas of emphases and which may become statewide. The colleges and universities have consciously displayed their emphases of these programs through the selective allocation of funds, the attraction of qualified faculty, the attainment of recognition such as specialized program accreditation, and the production of qualified graduates. These special academic and applied technology emphases shall be encouraged to flourish until there is conclusive evidence that any program should be altered.

As an integral part of its mission statement, each institution will designate areas of primary emphasis. These programs shall constitute the highest priorities for funding support and maintenance of instructional excellence.

VISION

Our vision is to improve the education system to a level of effectiveness that allows all learners to develop their full potential as individuals and contributors to society.

ROLE

The role of the institutions is to provide a wide variety of educational, training, research, continuing education and service programs to meet the personal and professional needs of Idaho citizens and Idaho employers.

STATEMENT OF COOPERATION

In order to increase student access and to provide efficient use of resources, the institutions shall collaborate in hosting programs and cooperate to meet the educational needs of all Idahoans, including those who are at a distance from campus.

MISSION STATEMENTS

BOISE STATE UNIVERSITY

1. **Type of Institution**

Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service.

Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

2. **Programs and Services***

Baccalaureate Education:

Offers a wide range of baccalaureate degrees and some qualified professional programs

Associate Education:

Offers a wide range of associate degrees and some qualified professional programs

Graduate:

Offers a variety of masters and select doctoral degrees consistent with state needs

Certificates/Diplomas:

Offers a wide range of certificates and diplomas

Research:

Conducts coordinated and externally funded research studies

Continuing Education:

Provides a variety of life-long learning opportunities

Technical and Workforce Training:

Offers a wide range of vocational, technical and outreach programs

Distance Learning:

Uses a variety of delivery methods to meet the needs of diverse constituencies

3. **Constituencies Served**

The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. Boise State University works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

* Programs and Services are listed in order of emphasis.

COLLEGE OF SOUTHERN IDAHO

1. **Type of Institution**

The College of Southern Idaho is a regional, comprehensive community college that provides the first two years of undergraduate education and embraces an open-door policy for all citizens.

As a comprehensive community college, the College of Southern Idaho's emphasis is academic transfer, vocational technical education, workforce training, continuing education and developmental education. As an open-door institution, all students may access various components of educational offerings to meet their individual educational goals.

2. **Programs and Services***

Associate Education:

Offers a wide range of associate degrees and some qualified professional programs

Technical and Workforce Training:

Offers a wide range of vocational, technical and outreach programs

Certificates/Diplomas:

Offers a wide range of certificates, diplomas and administers the GED

Distance Learning:

Uses a variety of delivery methods to meet the needs of diverse constituencies

Continuing Education:

Provides a variety of life-long learning opportunities

Research:

Conducts limited applied research

Baccalaureate Education:

Facilitates a wide range of baccalaureate degrees delivered by other institutions.

Graduate:

None

3. **Constituencies Served**

The institution serves students, business and industry, the professions and public sector groups throughout the region as well as diverse and special constituencies. The College of Southern Idaho works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

* Programs and Services are listed in order of emphasis.

EASTERN IDAHO TECHNICAL COLLEGE

1. Type of Institution

Eastern Idaho Technical College is a two-year regional, technical college that also offers limited statewide services and embraces an open-door policy for all citizens.

Eastern Idaho Technical College will formulate its instructional plan and generate programs with primary emphasis on technical programs, customized industry training and retraining, developmental and basic skills instruction, workforce and community education, economic development and distance education. Eastern Idaho Technical College provides a wide range of student services to support instructional programming and enhance student success.

2. Programs and Services*

Associate Education:

Offers select associate of applied science degrees

Certificates/Diplomas:

Offers a wide range of certificates, diplomas and administers the GED

Continuing Education:

Provides a variety of life-long learning opportunities

Technical and Workforce Training:

Offers a wide range of vocational, technical and outreach programs

Distance Learning:

Uses a variety of delivery methods to meet the needs of diverse constituencies

Baccalaureate Education:

None

Graduate:

None

Research:

None

3. Constituencies Served

The institution serves students, business and industry, the professions and public sector groups within the region as well as diverse and special constituencies. Eastern Idaho Technical College works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

* Programs and Services are listed in order of emphasis.

IDAHO STATE UNIVERSITY

1. **Type of Institution**

Idaho State University is a doctoral university serving a diverse population through research, state and regional public service, undergraduate and graduate programs. The university also has specific responsibilities in delivering programs in the health professions.

Idaho State University will formulate its academic plan and generate programs with primary emphasis on health professions, the related biological and physical sciences, and teacher preparation. Idaho State University will give continuing emphasis in the areas of business, education, engineering, technical training and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

2. **Programs and Services***

Baccalaureate Education:

Offers a wide range of baccalaureate degrees and qualified professional programs

Graduate:

Offers a wide range of masters, doctoral and professional programs consistent with state needs

Associate Education:

Offers a wide range of associate degrees and qualified professional programs

Research:

Conducts coordinated and externally funded research studies

Technical and Workforce Training:

Offers a wide range of vocational, technical and outreach programs

Certificates/Diplomas:

Offers a wide range of certificates and diplomas

Continuing Education:

Provides a variety of life-long learning opportunities

Distance Learning:

Uses a variety of delivery methods to meet the needs of diverse constituencies

3. **Constituencies Served**

The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. Idaho State University works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

* Programs and Services are listed in order of emphasis.

LEWIS-CLARK STATE COLLEGE

1. **Type of Institution**

Lewis-Clark State College is a regional state college offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy and other educational programs designed to meet the needs of Idahoans.

Lewis-Clark State College will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and vocational technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a highly diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

2. **Programs and Services***

Baccalaureate Education:

Offers a wide range of baccalaureate degrees and some qualified professional programs

Associate Education:

Offers a wide range of associate degrees and some qualified professional programs

Certificates/Diplomas:

Offers a wide range of certificates and diplomas

Distance Learning:

Uses a variety of delivery methods to meet the needs of diverse constituencies

Technical and Workforce Training:

Offers a wide range of vocational, technical and outreach programs

Continuing Education:

Provides a variety of life-long learning opportunities

Research:

Conducts select coordinated and externally funded research studies

Graduate:

None

3. **Constituencies Served**

The institution serves students, business and industry, the professions and public sector groups primarily within the region and throughout the state as well as diverse and special constituencies. Lewis-Clark State College works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

* Programs and Services are listed in order of emphasis.

NORTH IDAHO COLLEGE

1. Type of Institution

North Idaho College is a regional, comprehensive community college providing the first two years of undergraduate education and embraces an open-door policy for all citizens.

As a comprehensive community college, North Idaho College's emphasis is academic transfer, vocational technical education, workforce training, continuing education and developmental education. As an open-door institution, all students may access various components of educational offerings to meet their individual educational goals.

2. Programs and Services*

Associate Education:

Offers a wide range of associate degrees and some qualified professional programs

Technical and Workforce Training:

Offers a wide range of vocational, technical and outreach programs

Certificates/Diplomas:

Offers a wide range of certificates and diplomas

Continuing Education:

Provides a variety of life-long learning opportunities

Distance Learning:

Uses a variety of delivery methods to meet the needs of diverse constituencies

Baccalaureate Education:

Facilitates a wide range of baccalaureate degrees delivered by other institutions

Graduate:

None

Research:

None

3. Constituencies Served

The institution serves students, business and industry, the professions and public sector groups throughout the region as well as diverse and special constituencies. North Idaho College works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

* Programs and Services are listed in order of emphasis.

UNIVERSITY OF IDAHO

1. Type of Institution

The University of Idaho is a research II, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The university is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.

The University of Idaho will formulate its academic plan and generate programs with primary emphasis on agriculture, forestry, mining and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will give continuing emphasis in the areas of business and education and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

2. Programs and Services*

Baccalaureate Education:

Offers a wide range of baccalaureate degrees and professional programs

Graduate-Research:

Offers a wide range of masters, doctoral and professional programs and also coordinates and conducts extensive research programs that are consistent with state needs

Extension Services, Continuing Education and Distance Learning:

Supports extension offices throughout the state in cooperation with federal, state and county governments, provides life-long learning opportunities and uses a variety of delivery methods to meet the needs of select, yet diverse constituencies in the state and region

Associate Education:

None

Certificates/Diplomas:

None

Technical and Workforce Training:

None

3. Constituencies Served

The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. The university also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

* Programs and Services are listed in order of emphasis.

Performance Measures

1. Head count of first year student applications, admissions, and enrollment (academic and vocational-technical). Use headcount of students applying for, accepted for, and enrolled in the fall term. Include both academic and vocational-technical data. Include both full and part-time students. A first-time student is one who has never enrolled in any college or other postsecondary institution since leaving high school, although he or she may have earned advanced placement credit. Students who enroll for the first time in the summer are included in the fall count. (The definition of the cohort is compatible with those for the federal Graduation Rates Survey (IPEDS-GRS-1) and the NCAA graduation rates reports, although they are based on full-time students only.)
2. Number of credit hours taken by first year academic and applied technology students (resident and non-resident) within one year of high school graduation and returning adults in remedial and/or developmental coursework (mathematics and English) and enrollment in and completion of next college level courses. Use the cohort of new first year students enrolled from measure #1. Include the percentage of those students, academic and vocational-technical, who enrolled in any remedial course, the total number of credits taken in mathematics and English during the first academic year of enrollment (fall and spring semesters), and enrollment in/completion of subsequent college level courses.
3. Retention of new first-time, full-time degree seeking students to the second year or to program completion if the vocational-technical program is less than one year. Use the cohort of new first year students enrolled from measure #1. Use only first-time, full-time students. Include both number and percentage of students retained to the second year (enrolled at 10th day of fall semester, or completed by 10th day of fall semester).
4. Graduation rates in 100%, 125% and 150% of catalog program length, as defined through credit hours, of first-time, full-time, first-year students and total credits earned by bachelor's degree-seeking graduates. Use the cohort graduation rates for full-time, bachelor's degree seeking students and other than bachelor's degree seeking full-time students from the IPEDS-GRS-1, using data from lines 11, 11a, 12, and 46 of the IPEDS report.
5. Undergraduate, graduate, and vocational-technical credits earned at locations remote to the main campus, by delivery method (traditional, telecommunications, and correspondence). Use totals from PSR-1.7, summed by delivery method and level (graduate, undergraduate). Add corresponding data from vocational-technical programs.
6. Pass rates on selected licensing or certification exams as compared to national or state norms where available. Use data as submitted to the Division of Financial Management.
7. One page summary of employer satisfaction surveys for recent graduates and those completing vocational-technical programs. Narrative summary of employer satisfaction surveys, where available, and tabulated data by program. Summary information from vocational-technical program leavers report.
8. Number of students transferring from Idaho educational institutions by institution. Show the number of transfers into your institution from each losing institution.
9. One page summary of outreach and public service programs and executive assessment of outcomes. Include the number of K-12 partnerships and average number of teachers/students per partnership. Use number of non-credit courses and institutes, BERS courses to assist elementary and secondary school teachers, listing of students and teachers served by K-12 partnerships, and department-based programs that assist government, business, and industry.
10. Annual dollar amount expended on externally funded research and other external grants and contracts. Report total amount expended in research and grant categories.
11. Degrees and certificates awarded. Use data from IPEDS Completion Survey (IPEDS-C).

DRAFT 8 (9/7/99)
Discussion Document
for
Idaho State Board of Education
Statewide Strategic Plan
(2000-2005)

Introduction

The **framers of** Idaho's Constitution, **#knowing that "the stability of a republican form of government depending mainly on the intelligence of the people," provided for a public education system and vested#** the "general supervision" ~~governance and control~~ of the Idaho public education system in the State Board of Education. The State Board of Education, hereafter the Board, has **also** been identified in statute as follows: Board of Regents of the University of Idaho, Trustees of Idaho State University, Trustees of Lewis-Clark State College, Trustees of Boise State University, State Board for Professional-Technical Education and Trustees for the Idaho School for the Deaf and the Blind.

The Idaho education system, over which the Board is responsible, consists of the following institutions and agencies:

All public primary/secondary schools
School for the Deaf and the Blind
Idaho State University
University of Idaho
Lewis-Clark State College
Boise State University
College of Southern Idaho*
North Idaho College*

**Also have local boards*

Eastern Idaho Technical College
Division of Professional-Technical Education
Idaho Educational Public Broadcasting System
Division of Vocational Rehabilitation
Idaho State Library**
Idaho State Historical Society**
State Department of Education
Office of the State Board of Education
Museum of Natural History

***Also have separate oversight boards appointed by the State Board of Education*

With this plan, the Board strives for a "seamless" educational system without barriers within or between the various organizational components of the system. This can be accomplished by focusing on the following set of common goals and objectives for the education system, which the Board intends to be incorporated into each agency and institution strategic plan. The Board also intends to promote cooperation and teamwork for goal accomplishment while still allowing flexibility for each unique organization in the system to be innovative in carrying out its educational mission. Cooperation and flexibility are critically important in view of the fact that complex and interrelated forces will continue to drive change in our education system.

Encloses changes suggested by Board members.

Vision

The State Board of Education envisions an accessible, seamless public education system that **#provides an intelligent and well informed citizenry capable of active participation in the processes of a democratic government#**, contributes to the economy and general quality of life in Idaho, opens access to cultural and intellectual resources, and enables all individuals to develop their skills, knowledge, and ability to become contributing members of society.

Education Mission

The Idaho education system, consisting of the unique agencies and institutions governed by the Board, delivers public primary/secondary/postsecondary education, training, rehabilitation and information/research services in the state and, on a limited basis, to other states or countries. These agencies and institutions collaborate to provide a diverse population with educational programs and services that are high quality, accessible, relevant and efficient. To that end, the Board has adopted the following goals and objectives for the education system:

- I. Direct efforts to continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.
- II. Provide individuals of all ages and abilities access to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.
- III. Ensure education, training, rehabilitation and information/research services are relevant to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government.
- IV. Ensure maximum benefit from education investments through efficient operation and management of the education system.

Goal I: Direct efforts to continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.

Objectives:

1. **#Complete development and implementation of statewide exiting standards/assessments for public school students and hold schools accountable for student achievement.#**
2. **#Continue full implementation of the teacher quality initiative (What Matters Most) to evaluate and improve public school teacher policy to include training, compensation, merit, and employment practices.#**
3. **#Evaluate state policy regarding faculty tenure and teacher continuing contracts.#**
4. Strive for continuous improvements and increased levels of public confidence in the Idaho education system through performance-based (what students know and can do) assessment of education programs.

5. Prepare graduates with a level of skills and knowledge that **#equips them to exercise their rights as citizens in a democratic society and#** allows them to be globally competitive in a global economy.
6. Maintain institutional and attain/maintain specialized accreditation in areas appropriate to the institutional mission.
7. Provide Idaho students with excellent and innovative instruction from motivated, qualified teachers supported by competent administrators and support staff.
8. Develop a career continuum and compensation system for teachers, faculty and staff that reward knowledge, skill, and productivity and promote recruiting, hiring and retention.
9. Support efforts to hire and retain outstanding education system personnel (teachers, faculty, and staff).
10. Promote safe, productive learning environments organized for student and teacher success.
11. Support the implementation of a program of state aid to all types of public broadcasting and libraries (public school, academic, and special).

Goal II: Provide individuals of all ages and abilities access to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.

Objectives:

1. Ensure Idaho's education system operates as a "seamless" system (without barriers between its various elements).
 - Facilitate mobility among education programs and services.
 - Encourage articulated credit between secondary schools and postsecondary institutions and among postsecondary institutions.
 - Develop universal access to library/archival services (public, school, academic, and special) for all Idahoans.
2. Provide opportunities for all citizens, in all parts of the state, to obtain needed education, training, rehabilitation and information/research services through appropriate delivery modes at convenient locations.
 - Develop a statewide infrastructure in cooperation with public and private entities capable of converging voice, video and data technologies.
 - Support an environment conducive to developing, testing, and implementing new technologies.
 - Strive for flexible technology systems that support industry-accepted, open standards and have a high degree of interoperability and compatibility.
 - Support a statewide network of libraries and public broadcasting to provide local access to global information.
 - Embrace cooperative ventures between the agencies and institutions within the education system to offer programs and services in all parts of the state.

3. Foster an education system that creates equal access and accommodates students with different learning styles and those with special needs.
4. Encourage and facilitate inclusion of Idaho's minorities in the education system.
5. Improve opportunities for high school graduates to continue their education at postsecondary institutions.
 - Expand state-supported scholarship and financial aid opportunities.
 - Seek improved state appropriations for postsecondary education services to reduce reliance on student fees.
6. Expand outreach, research/demonstration programs, and partnerships (public / private / in-state / out-of-state) to meet Idaho's growing educational, environmental, societal, cultural and economic needs.

Goal III: Ensure education, training, rehabilitation and information/research services are relevant to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government.

Objectives:

1. **#Develop a more realistic approach to education program approval and funding making sure that funds are distributed equitably to meet the needs of all Idahoans.#**
2. Monitor existing education, training, rehabilitation and information/research programs and services, including program content and delivery, for continued relevance, within a global setting, to Idaho's needs.
3. Monitor community and statewide needs for education, training, rehabilitation and information/research programs and services and, as appropriate to role and mission, develop/implement new programs and services to meet the emerging needs of Idaho's communities and economy.
4. Evaluate and continuously refine statewide learning/exiting standards and assessments at each grade level (K-12) to ensure public school students possess the skills and knowledge needed to face the challenges of a changing world.
5. Ensure that state-funded research projects and cooperative partnerships are organized and structured to meet identified needs and/or enhance Idaho's economy or environment.
5. Facilitate the formulation and implementation of public policy in Idaho **#by a citizenry that stays well informed#** through access to relevant, accurate data and information.

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| Goal IV: Ensure maximum benefit from education investments through <u>efficient</u> operation and management of the education system. |
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Objectives:

- 1. #Evaluate education funding (primary, secondary and postsecondary) and move toward zero based budgeting.#**
2. Ensure that Idaho high school graduates are prepared to enter and succeed in the postsecondary education system and/or the workplace.
 - Implement learning/exiting standards at each grade level (K-12) that provide for mastery of a common set of needed skills and knowledge.
 - Reduce the need for remedial courses at postsecondary institutions.
 - Reduce the need for employers to provide skill development training to recent high school graduates in subjects that should have been mastered in school.
3. Continue to refine and update institution and agency role and mission statements to provide focus and eliminate unnecessary duplication of programs and services.
4. Foster partnerships and cooperative ventures among the agencies and institutions within the education system.
5. Seek increased levels of state, local, and private sector support for all education programs (elementary, secondary and postsecondary, research, libraries and library networks).
6. Provide accountability to the State Legislature and general public by identifying and measuring performance throughout the education system.
7. Direct efforts to reduce the dropout rate and increase retention of high school and college students who are seeking their degrees/certificates.
8. Encourage the allocation of resources to improve instructional facilities and increase operational efficiency through the coordinated use of technology.
9. Review the public school calendar to ensure time for in-depth student learning, teacher professional development, and the optimal use of instructional facilities.
10. Encourage and reward innovative approaches for organizing and delivering education, training, rehabilitation, and information/research services.
12. Support the development of libraries as leaders in the application of appropriate technology to information access.